



Emotional Intelligence and Leadership

OURA 2010 Conference

Tuesday, March 2, 2010



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Biography

COLLEEN CLARKE

Colleen Clarke is a highly acclaimed seminar leader, public speaker, and counselor in the areas of career management, transition and professional development. More corporately she addresses the areas of Career Management within the organization, communication and presentations, and networking. Colleen is a certified Workplace Coach from the Adler Institute.

Colleen is the founder of the Executive Advancement Resource Network (E.A.R.N.), Canada's most recognized networking support group for unemployed business professionals. Over 7000 people have benefited from the weekly meetings she facilitated over the past 10 years as their Executive Director.

As a qualified Myers Briggs Typology Indicator (MBTI) 1 & 2 facilitator, Colleen conducts seminars to corporations and individuals interested in improving sales, communication, interpersonal relationships and building teams, thereby increasing productivity. She is also a qualified Emotional Intelligence facilitator, EQ-i.

Author of, ***“Networking: How To Build Relationships That Count”***, and ***“How To Get a Job and Keep it”*** both in her writing and speaking Colleen entertains her audience and readers with an often humorous, always motivating and honest manner, at the same time instilling practical insights and power packed tips. She has recently published a chapter in a book, *The Power of Mentorship*, with Brian Tracy, Bob Proctor and other motivating speakers.

Colleen has presented extensively throughout the United States and across Canada and includes among her clients: Canadian Payroll Association, CMA, CGA, AGF Management, CIBC, Scotiabank, KPMG, Ernst & Young, Philips Electronics, Bell Canada, Canada Mortgage and Housing Corporation, 724 Solutions, The City of Toronto, Town of Markham, Symantec Corp, , OMMI, Ridout & Maybee LLP, various associations and government ministries.

Colleen is a graduate of the University of Alberta in Edmonton. She was awarded a listing in Toronto's Who's Who for her work with EARN. Colleen is an active member of the Toronto Lion's Beaches Club, a volunteer with CNIB, a board advisor for the Association of Career Professionals International and Safety Chair with her local community association, DECA.



Why Emotional Intelligence?

Up until the early nineties, people learned a skill or went to a post secondary school, found a job, applied that skill, got paid, maybe climbed the corporate ladder and then retired. The rules for work are totally different today. We are being judged by a new barometer – not just how smart we are, or by our education and expertise, but also by how well we handle ourselves and others. This barometer is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted.

More than ever before, employees are being chosen for jobs or work assignments based on how well they “FIT” with the corporate environment. More people than ever before are being fired because of poor “fit.” Academic abilities don’t even come into play here. The new measure focuses on personal characteristics, such as self actualization and empathy, adaptability and problem solving.

It is not a revelation that not everyone’s talents fit the school system’s rather restrictive model for measuring achievement. History is full of brilliant, successful men and women who failed miserably or underachieved in the classroom, whose teachers and guidance counselors relegated them to life on the margin.

Society has continually insisted that success in school equals success in life, and now that assumption is being overturned.

We know there is world of difference between school smarts and street smarts, between braininess and general savvy. School smarts certainly have their place, that goes without saying, but street smarts, though more intangible, is much more interesting. It is the ability to tune in to the world, to read situations and connect with others while taking charge of your own life. Now, thanks to the EQ-i, the measuring tool for Emotional Intelligence, undeniable evidence has shown a close link between that ability – which has relatively little to do with intellect per se – and long term success.

Daniel Goleman was inundated with communication from thousands of people, from CEO’s to secretaries when his book *Emotional Intelligence* came out in 1995. They all stated that their experience with success and achieving excellence had to do with emotional intelligence not technical expertise or book learning.

EQ-i measures ones ability to succeed using emotional, social and personal abilities and skills. The key to changing your EI is to develop an Action Plan to increase low scores and keep the high scores high. You are in control of your emotional intelligence, and it can change daily. Are you emotionally smart or dumb? It is up to you.



Emotional intelligence is an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.

What Emotional Intelligence is?

- Factors that relate to success in life
- Helps us understand why some people do well in life while others fail
- Distinct from IQ

What EI is Not

- IQ
- Aptitude
- Achievement
- Vocational Interest
- Personality
- Static – results change over time

Reasons for Assessing Your EI

- To examine your overall ability to deal with your immediate world
- To take an inventory of your emotional and social skills
- The first step toward personal growth and development
- To identify strengths and weaknesses in individuals and in groups
- The first step towards individual or group facilitation

EI and Work

- Increasing EI makes individuals more efficient, productive and successful
- Organizations can become more productive by hiring emotionally smart people and by offering opportunities to enhance these skills in the workplace

“Good management consists in showing average people how to do the work of superior people.”

John D. Rockefeller



EQ-i Content Subscales

IntRAPersonal Scales

Self-Regard Emotional Self-Awareness Assertiveness Independence Self-Actualization					
	Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

IntERpersonal Scales

Empathy Social Responsibility Interpersonal Relationship					
	Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

Adaptability Scales

Reality Testing Flexibility Problem Solving					
	Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

Stress Management Scales

Stress Tolerance Impulse Control					
	Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average

General Mood Scales

Optimism Happiness					
	Very Much Below Average	Below Average	Average	Above Average	Very Much Above Average



EMOTIONAL INTELLIGENCE SKILLS

I. Intra-Personal

1. Self-Regard

The ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish.” Sam Walton

2. Emotional Self-Awareness

The ability to recognize and understand one's feelings and emotions, differentiate between them, know what caused them and why.

Grounded leaders, Pillar 1, are straightforward and self-aware.

3. Assertiveness

The ability to express feelings, beliefs, and thoughts and defend one's rights in a nondestructive way.

Action taking leaders, Pillar 2, do not give up easily once they have decided on a course of action.

4. Independence

The ability to be self-reliant and self-directed in one's thinking and actions and to be free of emotional dependency; these people may ask for and consider the advice of others, but they rarely depend on others to make important decisions or do things for them.

Action taking leaders, Pillar 2, are decisive. They may take in others' opinions but they make the best decisions they can with all available information.

5. Self-Actualization

The ability to realize one's potential capacities and to strive to do that which one wants to do and enjoys doing.

“Good management consists in showing average people how to do the work of superior people.”

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II. Inter-Personal

1. Empathy

The ability to be attentive to, to understand, and to appreciate the feelings of others...it is being able to “emotionally read” other people.

Participative leaders, Pillar 3, have good listening and communication skills, they put people at ease and give people credit for their contributions and make them feel important.

2. Social Responsibility

The ability to demonstrate oneself as a cooperative, contributing, and constructive member of one’s social group.

Leaders who care about their community and people less fortunate, are more participatory in their style as in Pillar 3.

3. Interpersonal Relations

The ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection.

Pillar 3, Participative Leaders, focus on winning the hearts and minds of their people.

III. Adaptability

1. Reality Testing

The ability to assess the correspondence between what is experienced (the subjective) and what in reality exists (the objective).

Tough minded leaders, Pillar 4, know their strengths and weaknesses.

2. Flexibility

The ability to adjust one’s emotions, thoughts, and behavior to changing situations and conditions.

Leaders evaluate the effectiveness of their decisions and make adjustments as needed.

3. Problem Solving

The ability to identify and define problems as well as to generate and implement potentially effective solutions.

2nd pillar of leadership includes the ability to make good decisions. Leaders take into account the view of others but ultimately make the best decision.



IV. Stress Management

1. Stress Tolerance

The ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.

Centered Leader, Pillar 1, are composed under pressure. They do not flare up even under difficult circumstances.

2. Impulse Control

The ability to resist or delay an impulse, drive, or temptation to act.

1st pillar of leadership is to be centered and grounded; to be in control of yourself. Stable in mood and do not fly off the handle. Tough minded leaders (pillar 4) have high impulse control. (Rudy G. during 9/11)

V. General Mood

1. Optimism

The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.

“Leaders need to be optimists. Their vision is beyond present.” Rudy Giuliani

2. Happiness

The ability to feel satisfied with one’s life, to enjoy oneself and others, and to have fun.

Leaders are balanced between work life and personal life. If you can manage your own life you can probably manage the workplace as well.



Emotional Intelligence Competency Comparisons

Leaders	Senior Managers	Overall Work Success
<ul style="list-style-type: none"> ▪ Empathy ▪ Self actualization ▪ Assertiveness ▪ Independence ▪ Interpersonal relationships ▪ Social responsibility 	<ul style="list-style-type: none"> ▪ Self regard ▪ Happiness ▪ Interpersonal relationships ▪ Reality testing ▪ Self actualization 	<ul style="list-style-type: none"> ▪ Self actualization ▪ Happiness ▪ Optimism ▪ Self regard ▪ Assertiveness



Emotional Intelligence and Leadership

3 Focus Points	Implicit Message	EI Competencies
1. Leadership	1. Self leadership	1. InTRApersonal competencies
2. Team work	2. Leading others	2. InTERpersonal competencies
3. Innovation	3. Leading organizational change	3. Adaptability Stress Management General Mood (ENERGY) competencies



EI Recommended Reading

The 7 Keys to an Emotionally Intelligent Organization, Steven Stein, PH.D., 2007, John Wiley & Sons Canada, Ltd., Toronto, ON

Primal Leadership: Realizing the Power of Emotional Intelligence, Daniel Goleman, Richard Boyatzis & Annie McKee, 2002, Harvard Business School Press, Boston, MA.

The EQ Edge, Steven Stein and Howard Book, 2000, Stoddard Publishing Co., Toronto, ON

Emotional Development and Emotional Intelligence: Educational Implication, Peter Salovey and David Sluyter, 1997, Basic Books, New York, NY.

Emotional Intelligence, Daniel Goleman, 1995, Bantam Books, New York, NY.

Working with Emotional Intelligence, Daniel Goleman, 1998, Bantam Books, New York, NY.

Executive EQ: Emotional Intelligence in Leadership and Organization, Robert Cooper and Ayman Sawaf, 1997, Perigree Books, New York, NY.

Emotional Intelligence Works, Michael Kravitz and Susan Schubert, 2000, Crisp Publications, Inc, Menlo Park, Ca.

Putting Emotional Intelligence to Work: Successful Leadership is more than IQ, David Ryback, 1997, Butterworth-Heinemann, Boston, Ma.

Emotional Intelligence at Work, Hendrie Weisinger, 2000, Jossey-Bass, California.

How To Raise a Child with a High EQ, Lawrence Shapiro, 1997, HarperCollins, New York, NY.